



CHAPMAN HIGH

1420 Compton Bridge
Inman, South Carolina

Grades	9-12 High School	
Enrollment	960 Students	
Principal	Mrs. Stephanie W. Mathis	864-472-2836
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	At-Risk
2010	Excellent	At-Risk
2009	Average	Below Average
2008	Average	Below Average
2007	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
12	8	13	1	1

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	75.7%	85.7%	81.7%	75.5%	80.3%	80.6%
Passed 1 subtest (%)	14.2%	5.1%	11.2%	13.2%	10.6%	11.4%
Passed no subtests (%)	10.1%	9.2%	7.1%	11.3%	9.3%	8.5%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	93.4%	92.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	268	238	296	299
Number of Graduates in Cohort	205	198	217	216
Rate	76.5%	83.2%	74.6%	68.5%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	268	N/A	312
Number of Graduates in Cohort	N/A	207	N/A	228
Rate	N/A	77.2%	N/A	71.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	78.8%	78.2%
English 1	75.6%	69.5%
Biology 1/Applied Biology 2	84.9%	71.3%
Physical Science	59.8%	58.3%
US History and the Constitution	65.7%	49.7%
All Tests	72.3%	64.5%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=960)				
Retention rate	1.1%	Down from 3.8%	4.1%	3.4%
Attendance rate	93.1%	Down from 97.2%	94.9%	95.0%
Served by gifted and talented program	23.3%	Down from 34.4%	13.6%	12.4%
With disabilities other than speech	9.1%	Down from 12.3%	10.5%	9.9%
Older than usual for grade	3.9%	Down from 6.2%	6.4%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.3%	0.9%
Enrolled in AP/IB programs	12.3%	Down from 13.8%	16.6%	13.0%
Successful on AP/IB exams	53.8%	Up from 35.5%	50.9%	51.7%
Eligible for LIFE Scholarship	61.3%	Up from 53.8%	33.9%	30.1%
Annual dropout rate	3.6%	Down from 3.8%	3.5%	2.5%
Career/technology students in co-curricular organizations	1.9%	Down from 3.5%	1.3%	2.9%
Enrollment in career/technology courses	192	Down from 510	458	419
Students participating in work-based experiences	95.6%	Up from 93.7%	11.0%	7.2%
Career/technology students attaining technical skills	84.4%	Up from 82.5%	83.5%	83.0%
Career/technology completers placed	N/A	N/A	97.5%	98.4%
Teachers (n=66)				
Teachers with advanced degrees	62.1%	Up from 56.2%	62.1%	61.1%
Continuing contract teachers	90.9%	Up from 79.5%	86.7%	80.6%
Teachers returning from previous year	89.0%	Down from 89.3%	88.7%	86.5%
Teacher attendance rate	96.6%	Down from 97.5%	95.7%	95.5%
Average teacher salary*	\$46,090	Down 2.2%	\$47,541	\$46,884
Professional development days/teacher	6.5 days	Down from 11.6 days	9.9 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 23.1 to 1	29.6 to 1	26.5 to 1
Prime instructional time	88.7%	Down from 93.7%	89.0%	89.3%
Dollars spent per pupil**	\$8,101	Down 1.9%	\$7,258	\$7,804
Percent of expenditures for teacher salaries**	61.4%	Down from 62.4%	56.4%	58.0%
Percent of expenditures for instruction**	63.1%	Down from 64.6%	59.7%	60.6%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Up from 97.3%	97.0%	97.3%
Character development program	Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	196	93.4%	1063	72.3%	268	76.5%	No
Gender							
Male	88	94.3%	514	71.8%	123	71.5%	N/A
Female	108	92.6%	513	73.5%	145	80.7%	N/A
Racial/Ethnic Group							
White	155	94.2%	802	74.3%	197	75.6%	N/A
African American	28	89.3%	179	65.9%	45	77.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	13	84.6%	N/A
Hispanic	N/A	N/A	33	69.7%	10	80.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	23	69.6%	90	32.2%	22	45.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	12	91.7%	61	65.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	88	87.5%	521	66.4%	135	69.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The students, faculty, and staff of Chapman High School continue to reap the successes of hard work. Our mission is to do whatever it takes to educate and prepare all students for their future success. We are proud of our students as they continue to achieve accomplishments with excitement and pride.

During the 2010-2011 school-year, the faculty and administration continued to focus on literacy, peer coaching, benchmarking (in gateway classes) and transition. There also was a continued focus on the improvement of SAT, ACT, HSAP, AP, and EOC scores. Through a concentrated effort to raise awareness and expectations for all areas of assessment and the development of benchmarks for all classes, students and teachers worked hard in preparation for these tests. All tenth graders took the PSAT and PLAN to help prepare them for future assessments. Similarly, the Class of 2011 earned approximately \$3 million in scholarships to help further their education.

The implementation of "Class.com" learning at CHS helped students in the area of credit recovery. This program allowed students to recover credits and move ahead by providing more opportunities as well as a different way to find success.

Being a Red Carpet school, we pride ourselves on being family friendly and customer oriented. In addition, the faculty, staff, administration, and students participated in many community service projects and raised over \$12,000 for various charities. Our school community met our goal of collecting 3,000 cans for the community and donated a record breaking 85 units of blood during our blood drive. The students, faculty, and staff raised over \$5,000 for Project Christmas Child in which children under the care of the Department of Social Services received their very own "Christmas dreams" and our homecoming contestants raised over \$700.00 for the Make-A-Wish Foundation.

The Fine Arts Program and Athletic Programs at CHS continued its trend upward with increases in participation and success. Our band received the Outstanding Performance Award for the first time since moving to 3A. Our athletic programs soared with 4 region championships in Boys and Girls Soccer, Volleyball, and Wrestling. Most notable is the fact that approximately sixty percent of our student body participated in extra-curricular activities.

The AFJROTC won the Distinguished Unit Award with Merit and continued its participation in flag retirement ceremonies and many other community service oriented projects.

The 2010-2011 school-year was unique in many ways. Our strong tradition of excellence remains in tact. Moving forward in pursuit of even higher expectations is a top priority and we are confident in the future of the students that attend Chapman High School.

Stephanie W. Mathis, Principal
Scott Grigg, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	74	99	76
Percent satisfied with learning environment	86.5%	81.4%	90.7%
Percent satisfied with social and physical environment	97.3%	89.9%	87.8%
Percent satisfied with school-home relations	86.3%	90.9%	82.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

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School Adequate Yearly Progress	No
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This school met 10 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	243	99.2	10.2	31.1	29.4	29.4	69.8	71.9	68.0	No	Yes
Male	117	99.1	12.3	38.6	24.6	24.6	65.8	69.3	63.1	N/A	N/A
Female	126	99.2	8.3	24.0	33.9	33.9	73.6	74.7	73.1	N/A	N/A
White	191	100.0	8.1	31.2	29.0	31.7	69.9	73.1	79.4	Yes	Yes
African American	40	95.0	24.3	32.4	21.6	21.6	62.2	60.9	51.7	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	76.9	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	30	93.3	55.6	44.4	N/A	N/A	14.8	23.4	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	18	100.0	5.6	33.3	33.3	27.8	72.2	61.9	45.1	I/S	I/S
Subsidized meals	125	98.4	16.9	34.7	26.3	22.0	62.7	61.8	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	243	99.2	14.0	31.9	31.5	22.6	68.5	67.9	62.3	No	Yes
Male	117	99.1	14.9	28.1	34.2	22.8	70.2	68.2	61.4	N/A	N/A
Female	126	99.2	13.2	35.5	28.9	22.3	66.9	67.6	63.2	N/A	N/A
White	191	100.0	11.3	31.2	31.7	25.8	69.9	69.5	75.3	Yes	Yes
African American	40	95.0	29.7	37.8	21.6	10.8	56.8	56.5	42.9	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	69.2	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	30	93.3	70.4	29.6	N/A	N/A	7.4	17.0	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	18	100.0	11.1	22.2	44.4	22.2	72.2	61.9	47.1	I/S	I/S
Subsidized meals	125	98.4	20.3	34.7	28.0	16.9	61.0	57.8	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	243	96.3	44.0	15.4	20.1	20.5	40.6	N/A	N/A	N/A	N/A
Male	117	97.4	42.1	14.9	18.4	24.6	43.0	N/A	N/A	N/A	N/A
Female	126	95.2	45.8	15.8	21.7	16.7	38.3	N/A	N/A	N/A	N/A
White	191	96.9	40.0	16.8	21.1	22.2	43.2	N/A	N/A	N/A	N/A
African American	40	92.5	59.5	10.8	16.2	13.5	29.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	30	80.0	83.3	12.5	4.2	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	18	100.0	55.6	16.7	22.2	5.6	27.8	N/A	N/A	N/A	N/A
Subsidized meals	125	93.6	51.3	17.1	16.2	15.4	31.6	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	224	98.2	9.3	35.0	30.4	25.2	68.7	67.7	65.9
	2011	243	99.2	10.2	31.1	29.4	29.4	69.8	71.9	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	224	98.2	12.6	33.2	32.2	22.0	62.6	62.6	62.3
	2011	243	99.2	14.0	31.9	31.5	22.6	68.5	67.9	62.3

* Adjusted to account for natural variation in performance.